

LEMIRA ELEMENTARY

952 Fulton Street
Sumter, South Carolina 29153

GRADES K-5 Elementary School

ENROLLMENT 567 Students

PRINCIPAL Delcia Harper-Baxter 803-775-0658

SUPERINTENDENT Zona W. Jefferson, Ph D 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	Yes

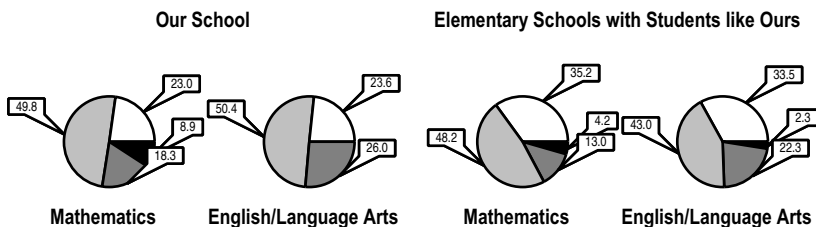
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	283	99.3	23.0	50.8	26.2	0.0	40.2	Yes	Yes
Gender									
Male	139	99.3	26.8	51.2	22.0	0.0	36.2		
Female	144	99.3	19.4	50.4	30.2	0.0	44.2		
Racial/Ethnic Group									
White	32	96.9	7.1	53.6	39.3	0.0	64.3	I/S	I/S
African-American	244	99.6	25.2	50.4	24.3	0.0	36.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	210	99.5	15.9	54.5	29.6	0.0	47.6		
Disabled	73	98.6	43.3	40.3	16.4	0.0	19.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	99.3	23.0	50.8	26.2	0.0	40.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	278	99.3	23.0	50.8	26.2	0.0	40.2		
Socio-Economic Status									
Subsidized meals	255	99.2	24.0	50.7	25.3	0.0	37.6	Yes	Yes
Full-pay meals	28	100.0	14.8	51.9	33.3	0.0	63.0		

Mathematics - State Performance Objective = 15.5%									
All Students	283	99.7	23.0	49.8	18.3	8.9	38.9	Yes	Yes
Gender									
Male	139	99.3	23.6	47.2	20.5	8.7	40.9		
Female	144	100.0	22.3	52.3	16.2	9.2	36.9		
Racial/Ethnic Group									
White	32	100.0	10.3	27.6	24.1	37.9	75.9	I/S	I/S
African-American	244	99.6	24.8	53.1	17.3	4.9	33.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	210	99.5	18.5	49.7	20.6	11.1	43.9		
Disabled	73	100.0	35.3	50.0	11.8	2.9	25.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	99.7	23.0	49.8	18.3	8.9	38.9		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	278	99.6	23.0	49.8	18.3	8.9	38.9		
Socio-Economic Status									
Subsidized meals	255	99.6	25.2	49.6	17.4	7.8	36.1	Yes	Yes
Full-pay meals	28	100.0	3.7	51.9	25.9	18.5	63.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	92	100.0	10.3	47.4	37.2	5.1	42.3
	Grade 4	113	99.1	34.3	48.5	17.2	N/A	17.2
	Grade 5	111	99.1	42.2	52.9	4.9	N/A	4.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	98.9	19.8	41.9	37.2	1.2	38.4
	Grade 4	95	100.0	26.1	45.5	28.4	N/A	28.4
	Grade 5	98	99.0	23.1	72.5	4.4	N/A	4.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	92	100.0	12.8	43.6	26.9	16.7	43.6
	Grade 4	113	100.0	29.0	53.0	15.0	3.0	18.0
	Grade 5	111	99.1	36.3	49.0	9.8	4.9	14.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	16.1	49.4	25.3	9.2	34.5
	Grade 4	95	100.0	28.4	46.6	14.8	10.2	25.0
	Grade 5	98	99.0	23.1	58.2	12.1	6.6	18.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 567)				
First graders who attended full-day kindergarten	96.6%	N/C	100.0%	100.0%
Retention rate	7.8%	Up from 4.6%	3.5%	2.7%
Attendance rate	99.2%	Up from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.1%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.7%		5.8%	3.5%
Eligible for gifted and talented	7.1%	Up from 4.4%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Down from 12.2%	8.0%	8.2%
Older than usual for grade	4.4%	Up from 3.3%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	45.7%	Up from 39.2%	48.4%	51.4%
Continuing contract teachers	89.1%	Up from 76.5%	80.0%	87.5%
Highly qualified teachers**	95.1%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.4%	0.0%
Teachers returning from previous year	87.1%	Up from 87.0%	82.5%	86.7%
Teacher attendance rate	96.2%	Up from 93.6%	94.7%	94.9%
Average teacher salary	\$37,798	Up 5.5%	\$39,648	\$40,760
Prof. development days/teacher	8.9 days	N/R	13.4 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 14.8 to 1	17.1 to 1	18.9 to 1
Prime instructional time	94.2%	Up from 81.8%	88.9%	90.0%
Dollars spent per pupil*	\$6,361	Up 13.4%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	69.9%	Up from 65.8%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lemira Elementary School students, faculty, parents and community experienced another fantastic year full of educational opportunities. Our mission continues to focus on the total development of the child as a productive, competent, member of society through challenging learning opportunities.

Teachers and staff are totally committed to our students and professional growth. We participated in several professional development sessions such as: Flexible Grouping, Effective Reading Strategies, AIMS (integration of science and math) Dreamkeepers (Successful Teachers of African-American Students) and technology. We continue to have a strong focus on academic achievement. The Northwest Evaluation Association's computerized Measures of Academic Progress provides teachers and parents with an accurate assessment of student progress in reading, language and math. Computer-assisted instruction is provided using our new READ 180 and SuccessMaker programs. Schoolwide instructional focuses were implemented to give all students opportunities to learn and use new strategies to enhance comprehension and writing skills.

Stephen Winn, a fourth grade teacher was our Teacher of the Year. A 15-year veteran at Lemira, he is dedicated to engaging his students in meaningful learning experiences in a positive learning environment. He is also the co-director of our award-winning Percussion Ensemble where he devotes endless hours rehearsing with students.

Among our successes are: 1) the Percussion Ensemble performed at the Percussive Arts Society International Conference in Kentucky; 2) three teachers received mini grants from the Derthick foundation; 3) a fifth grader was selected as a district winner for the Young Writer's Contest; 4) Stephanie Davis and Mary Clark-Elliott earned National Board Certification; 5) we were the recipient of the Century 21 Mobile Magnet grant which provided after school programs; 6) we continued our peer mediation; 7) we continued professional development partnership with USC-Spartanburg; 8) our PTO purchased additional playground equipment; and 9) we were selected a Red Carpet School by the State Department of Education for promoting a family-friendly environment.

We continue to sponsor activities that will foster more family/community partnership. We also provide opportunities for students to develop and apply critical thinking and reasoning skills.

The Lemira family is committed to excellence. It is a special school where we Seek to educate; Find what works; Face the adversity; and Embrace the past, present, and future.

Delcia Harper-Baxter, Principal
Michael Riggins, SIC chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	89	40
Percent satisfied with learning environment	97.1%	78.4%	85.0%
Percent satisfied with social and physical environment	100.0%	67.4%	92.3%
Percent satisfied with home-school relations	44.1%	79.8%	68.4%

*Only students at the highest elementary school grade level at this school and their parents were included.